

Independent Evaluation of the California High School Exit Examination (CAHSEE): AB 1609 Study Report—Volume 2 Appendices

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**Independent Evaluation
of the California High School Exit Examination (CAHSEE):
AB 1609 Study Report—Volume 2 Appendixes
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APPENDIX A

Survey Instruments

Friday, March 7, 2003

«School_Principal_1st_Name» «School_Principal_last_Name»
«High_School»
«School_Address» «School_Address1»
«School_City», «School_State» «School_Zip»

Dear Principal «School_Principal_last_Name»:

The California state legislature (AB 1609) has directed the State Board of Education and the California Department of Education to conduct a study to determine whether instruction in the California Content Standards in English/Language Arts (ELA) and mathematics has been sufficient to require that students in the Class of 2004 pass the California High School Exit Exam (CAHSEE) in order to receive a high school diploma.

Every district is being asked to participate, and your middle or high school has been selected from your district for this study. You and some of your English-language arts (ELA) and mathematics teachers are being asked to fill out surveys to provide information that we need to complete the study. Because each selected school represents many other schools, each response is very important.

You will find two types of surveys in the accompanying packet. The principal survey is labeled as Part 1 and the teacher survey as Part 2. You or your designated representative, such as an assistant principal for instruction or curriculum, should complete the Part 1 survey before distributing the Part 2 surveys to teachers.

The Part 1 survey (for principals)—

- First asks you to complete a list of courses that offer initial (primary) instruction covering the California Content Standards for ELA and mathematics to students in either Grades 6-9 or Grades 9-12, depending on your school's level. Again, this is instruction most relevant for a student to prepare to pass the CAHSEE in order to receive a high school diploma. (see <http://www.cde.ca.gov/ta/tg/hs/> for Exam Blueprints)
The most common courses, as listed in the CBEDS, have already been provided; note that there are separate lists for ELA and mathematics courses. If you offer other courses that are not listed, there is space for you to write in the titles of up to 10 additional courses that offer the initial instruction. High school courses that are beyond the scope of the CAHSEE, such as calculus or British literature, should not be included as additional courses. Note that your selections should be limited to 10 or fewer between the listed courses and additional entries.
- For each initial course offered, indicate the number of sections offered during the last academic year; if you did not offer a particular course that is already listed, fill in the circle under N/A (not applicable).
- Next, the Part 1 survey asks you to provide a list of remedial courses or programs that you may be using. Again, we have provided a list of state-adopted instructional materials or courses, and we also have provided space for you to write in any other remedial courses or programs that have content most closely related to the California Content Standards. Again, your entries should be limited to 10 or fewer.
- For each remedial course or program offered, please indicate the number of sections offered during the last academic year; if you did not offer a particular course, fill in the circle under N/A (not applicable).
- The last section concludes with several general questions.

When you have completed the Part 1 survey, you will need to prepare a Part 2 survey for each ELA/math primary course and remedial course or program that you selected.

- Write in the title of only one course, such as seventh-grade mathematics or Comprehensive English—Grade 9, in Question 1 of a teacher survey (Part 2). Continue doing this until all courses you selected or added in your survey have their own Part 2 survey.
- Once each course has its own Part 2 survey labeled with a course title in Question 1, you should give the survey and a cover letter to a teacher who can best complete it for that particular course, such as a lead teacher or one who has the most experience in teaching that course.
- When teachers have completed their surveys, they will return them to you.

When all surveys have been completed and returned to you, return them to HumRRO in the enclosed FedEx envelope. All evaluation and related materials are conveyed at HumRRO's expense. Instructions are included in this package.

Please return your package by March 21, 2003

We thank you for your time and your cooperation. Your responses are important to the overall results.

Sincerely,



Carolyn DeMeyer Harris, Ph.D.

January/February 2003

Dear Middle or High School English-Language Arts or Mathematics Teacher:

The California state legislature (AB 1609) has directed the State Board of Education and the California Department of Education to conduct a study to determine whether instruction in the California Content Standards in English/Language Arts (ELA) and mathematics has been sufficient to require that students in the Class of 2004 pass the California High School Exit Exam (CAHSEE) in order to receive a high school diploma.

Every district is being asked to participate, and your middle or high school has been selected from your district for this study. Your principal and some English-language arts (ELA) and mathematics teachers are being asked to fill out surveys to provide information that we need to complete the study. Because each selected school represents many other schools, each response is very important.

Your principal has selected you to provide information about the course or program whose title appears in Question 1 of your survey. (If the course or program title does not appear in Question 1, ask your principal to provide it. and you can write the title in.) This course or program was selected because it offers primary or remedial instruction in English-language arts or mathematics included in the California Content Standards and helps prepare students for the CAHSEE. If your principal mistakenly prepared a survey for a course beyond the scope of the CAHSEE, such as calculus or British literature, please return the uncompleted survey to him or her.

All of your responses to the questions on this survey should relate to the course or instructional program identified in Question #1. Please feel free, if needed, to collaborate with other teachers or colleagues to complete any of the questions. Only one survey will be completed at your school to describe this course or program. Note that analysis and reporting will be done at the state level, not at the district or school level.

Once you have completed your survey, return it to your principal, who will return all surveys to HumRRO.

We thank you for your time and your cooperation. Your responses are important to the overall results.

Sincerely,



Carolyn DeMeyer Harris, Ph.D.

California High School Exit Examination Evaluation—Winter 2003


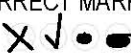
Information on Courses and Programs of Instruction that Cover the California Content Standards—Grades 9–12, High School Principal, PART 1

This survey seeks a listing of courses that offer initial (primary) instruction covering the California Content Standards in English-language arts and mathematics to students in grades 9 through 12. This listing should not include courses that are beyond the scope of the CAHSEE such as geometry or British Literature. The most common courses listed in CBEDS have been included. If you offer other courses that are not listed, space is provided for you to write in the titles of up to 10 additional courses. Select up to 10 English-language arts courses and mathematics courses that have content closely related to the CAHSEE standards.

For each selected English-language arts and mathematics course, enter the number of sections currently offered. If you don't use a listed course, fill in the circle under N/A (not applicable). A sample listing for mathematics is shown below.

The survey also seeks a listing of remedial instruction—instruction that supports/assists students performing below grade level. We have provided a list of state-adopted instructional materials that you might be using. Again, if you offer other programs that are not listed, space is provided to write in titles of up to 10 programs that have content most closely related to the CAHSEE standards. For each selected program, enter the number of sections offered during the current academic year. If you don't use a listed program, fill in the circle under N/A (not applicable).

GENERAL DIRECTIONS: Please answer by writing an appropriate response or filling in the circle of the appropriate response.

SURVEY MARKING INSTRUCTIONS	
<ul style="list-style-type: none"> •Use a No. 2 pencil only. •Darken the circle completely. •Erase cleanly any mark you wish to change. •Make no stray marks on this form. 	<p>CORRECT MARK</p>  <p>INCORRECT MARKS</p> 

SAMPLE LISTING OF PRIMARY OR SUPPLEMENTAL COURSES

Mathematics Primary or Supplemental Courses	Number of Sections During Current Academic Year	N/A
Course or Program Title: Algebra 1	5	<input type="radio"/>
Course or Program Title: Pre-Algebra	5	<input type="radio"/>
Course or Program Title: Algebra A (1st half of course in 1 year)		<input checked="" type="radio"/>
Course or Program Title: Pre-Algebra, Transition—Pre-Algebra for LEP	2	<input type="radio"/>
Course or Program Title: Resource Specialist Program (RSP) Math	2	<input type="radio"/>

If you offer the following courses, indicate the number of sections offered during the current academic year. If a particular course is not offered, fill in the circle under N/A (not applicable). If there are other courses that offer primary instruction to students, write in their titles and indicate the number of sections given this year.

English-Language Arts Primary or Supplemental Courses	Number of Sections During Current Academic Year	N/A
Course Title: Comprehensive English—Grade 9		<input type="radio"/>
Course Title: Comprehensive English—Grade 10		<input type="radio"/>
Course Title: Comprehensive English—Grade 11		<input type="radio"/>
Course Title: Comprehensive English—Grade 12		<input type="radio"/>
Course Title: English Literature (2106) (from CBEDS)		<input type="radio"/>
Course Title: World/Other Literature (2107–2109) (from CBEDS)		<input type="radio"/>
Course Title: Composition (2113) (from CBEDS)		<input type="radio"/>
Course Title: Language Structure/Language Arts (2116) (from CBEDS)		<input type="radio"/>
Course Title: English as a Second Language (2110) (from CBEDS)		<input type="radio"/>
Course Title: Developmental Reading (2100) (from CBEDS)		<input type="radio"/>
Course Title:		
Course Title:		
Course Title:		
Course Title:		
Course Title:		
Course Title:		
Course Title:		
Course Title:		
Course Title:		
Course Title:		

If you offer the following courses, indicate the number of sections offered during the current academic year. If a particular course is not offered, fill in the circle under N/A (not applicable). If there are other courses that offer primary instruction to students, write in their titles and indicate the number of sections given this year.

Mathematics Primary or Supplemental Courses	Number of Sections During Current Academic Year	N/A
Course Title: General Math (2400) (from CBEDS)		<input type="radio"/>
Course Title: Math A (2420) (from CBEDS)		<input type="radio"/>
Course Title: Math B (2421) (from CBEDS)		<input type="radio"/>
Course Title: Pre-Algebra (2424) (from CBEDS)		<input type="radio"/>
Course Title: Algebra I		<input type="radio"/>
Course Title: Beginning Algebra or Algebra A (2403) (from CBEDS)		<input type="radio"/>
Course Title: Intermediate Algebra or Algebra B (2404) (from CBEDS)		<input type="radio"/>
Course Title: Integrated Math I (2435) (from CBEDS)		<input type="radio"/>
Course Title: Integrated Math II (2426) (from CBEDS)		<input type="radio"/>
Course Title: Consumer Math (2401) (from CBEDS)		<input type="radio"/>
Course Title: Remedial Math (2402) (from CBEDS)		
Course Title:		
Course Title:		
Course Title:		
Course Title:		
Course Title:		
Course Title:		
Course Title:		
Course Title:		
Course Title:		
Course Title:		

Although these English-language arts programs have been adopted by the state for middle school basic and intervention programs, you may be using them at your school. If you offer other programs that are not listed, space is provided to write in titles of up to 10 programs that have content closely related to CAHSEE standards. For each program enter the number of sections offered during the current academic year. If you don't use a listed program, fill in the circle under N/A (not applicable).

hs_p1.dew winter 2003

Although these mathematics programs have been adopted by the state for middle school basic and intervention, you may be using them at your school. If you offer other programs that are not listed, space is provided to write in titles of up to 10 programs that have content closely related to CAHSEE standards. For each program enter the number of sections offered during the current academic year. If you don't use a listed program, fill in the circle under N/A (not applicable).

ADOPTED MATHEMATICS PROGRAMS	Number of Sections During Current Academic Year	N/A
Success with Mathcoach (CSL Associates, Inc.)		<input type="radio"/>
Harcourt Math @ 2002 (w/ Spanish as Alternate Format K–6)		<input type="radio"/>
Mathematics by Houghton Mifflin		<input type="radio"/>
Concepts and Skills (McDougal Littell, Inc.)		<input type="radio"/>
Structure and Method (McDougal Littell, Inc.)		<input type="radio"/>
McGraw-Hill Mathematics (w/ Spanish as Alternate Format K–6)		<input type="radio"/>
Prentice Hall Pre-Algebra, CA Edition		<input type="radio"/>
Prentice Hall Algebra 1, CA Edition		<input type="radio"/>
Progress in Mathematics, CA Edition (William H. Sadlier, Inc.)		<input type="radio"/>
Saxon Math K–3, An Incremental Development (w/ Spanish as Alternate Format K–6)		<input type="radio"/>
Math 54, 65, 76, and 87 (Saxon Publishers, Inc.)		<input type="radio"/>
Scott Foresman CA Mathematics		<input type="radio"/>
OTHER MATHEMATICS REMEDIATION PROGRAMS		

CONCLUDING QUESTIONS

1. What proportion of students who did not pass the ELA portion of the CAHSEE by Spring 2002 subsequently enrolled in a remedial summer school course?
 - ☐ Nearly all (greater than 90%)
 - ☐ Most (75% to 90%)
 - ☐ Some (25% to 74%)
 - ☐ Only a few (less than 25%)
 - ☐ Did not have summer school courses
 - ☐ Data not readily available at school level
2. What proportion of students in the ELA-related summer school course passed the ELA portion of the CAHSEE in July or September 2002?
 - ☐ Nearly all (greater than 90%)
 - ☐ Most (75% to 90%)
 - ☐ Some (25% to 74%)
 - ☐ Only a few (less than 25%)
 - ☐ Not applicable
 - ☐ Data not readily available at school level
3. What proportion of students who did not pass the math portion of the CAHSEE by Spring 2002 subsequently enrolled in a remedial summer school course?
 - ☐ Nearly all (greater than 90%)
 - ☐ Most (75% to 90%)
 - ☐ Some (25% to 74%)
 - ☐ Only a few (less than 25%)
 - ☐ Did not have summer school courses
 - ☐ Data not readily available at school level
4. What proportion of students in the math-related summer school course passed the math portion of the CAHSEE in July or September 2002?
 - ☐ Nearly all (greater than 90%)
 - ☐ Most (75% to 90%)
 - ☐ Some (25% to 74%)
 - ☐ Only a few (less than 25%)
 - ☐ Not applicable
 - ☐ Data not readily available at school level
5. How completely did your school cover the California Content Standards contained in the blueprints adopted for CAHSEE for *English-language arts* in each of the following years?

ELA	Nearly Completely Covered (greater than 90%)	Mostly Covered (75 - 90%)	Partially Covered (25 - 74%)	Little Covered (less than 25%)	Do Not Know
2002-2003 (projected)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2001-2002	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2000-2001	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1999-2000	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before 1999	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How completely did your school cover the CAHSEE Content Standards for *mathematics* in each of the following years?

Mathematics	Nearly Completely Covered (greater than 90%)	Mostly Covered (75 - 90%)	Partially Covered (25 - 74%)	Little Covered (less than 25%)	Do Not Know
2002-2003 (projected)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2001-2002	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2000-2001	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1999-2000	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before 1999	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. What proportion of the teachers at your school participated during the past 12 months in professional development designed to help them teach the California Content Standards?

- ☐ Nearly all (greater than 90%)
☐ Most (75% to 90%)
☐ Some (25% to 74%)
☐ Only a few (less than 25%)
☐ Not applicable

8. What kind of system is used to track each student's mastery of specific content standards? *(Mark all that apply.)*

- ☐ District-based tracking system
☐ School-based tracking system
☐ Department-based (ELA or Math) tracking system
☐ Individual teachers keep track of mastery
☐ Other (describe) _____
☐ None

9. How developed are systems at your school to coordinate coverage of CAHSEE content standards between the following four groups? *(Please answer for all four groups.)*

	Fully developed	Partially developed	Not developed	N/A
Middle School/High School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special Education/General Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EL Staff/General Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alternative (Continuation)/General Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Rate the importance of regular articulation meetings with your feeder middle schools in preparing students for success on the CAHSEE.

Very
Important
☐

Important
☐

Neither important nor
unimportant
☐

Unimportant
☐

Very
Unimportant
☐

11. Do you have regular articulation meetings with your feeder middle schools?

- ☐ Yes, with all of them
☐ Only with some of them
☐ No
☐ Does not apply to our situation

Thank you for your cooperation!

Please prepare a Part 2 survey for each course or program you selected and distribute them to the appropriate teachers.

California High School Exit Examination Evaluation—Winter 2003

Information on Courses and Programs of Instruction that Cover the California Content Standards—Grades 9-12, High School Teacher, PART 2

You have been selected by your principal to complete this teacher survey (Part 2), which covers the course listed in Question 1. As you answer the questions, please make sure you keep only this course in mind.

School Code _____

SURVEY MARKING INSTRUCTIONS

- Use a No. 2 pencil.
- Fill in the circle completely.
- Erase cleanly any marks you wish to change.
- Do not make any stray marks on this form.

CORRECT MARK



INCORRECT MARKS



Title of Course or Instructional Program

1. Course title as listed in principal's survey (Part 1). *(This question should already be completed by principal.)*

Course Description

2. When was this course or instructional program first offered?

- ☐ 2002–2003
- ☐ 2001–2002
- ☐ 2000–2001
- ☐ 1999–2000
- ☐ Before 1999

3. How many sections of this course are offered this academic year?

- ☐ 1–2
- ☐ 3–5
- ☐ 6–10
- ☐ More than 10

4. What type of course or instructional program is this?

- ☐ Primary course in this subject at this grade open to all students who have met prerequisites
- ☐ Required alternative to primary course targeted to certain audience
- ☐ Required supplemental course targeted to remediation
- ☐ Elective course open to all students
- ☐ Elective course targeted to remediation
- ☐ Other (specify): _____

5. When is this course or instructional program offered? *(Select all that apply.)*

- ☐ Before/After school course or program
- ☐ Summer school course
- ☐ Summer program
- ☐ During normal school hours
- ☐ Intercession breaks
- ☐ Other (specify): _____

6. At what grade level(s) are the majority of students who take this course?

- ☐ 9th
- ☐ 10th
- ☐ 11th
- ☐ 12th
- ☐ 9th and 10th
- ☐ 10th and 11th
- ☐ 11th and 12th
- ☐ Other (specify): _____

Student Demographics of this Course

Please answer for the current academic year. Obtain this information from the principal, if necessary.

7. What is the total enrollment in this course?
Include all sections in the count.

_____ number enrolled in course

8. What percent of the enrollment are English Learners?

_____ percent English Learners

9. What percent of the enrollment are special needs students?

_____ percent special needs students

10. What percent of the enrollment are "at-risk" (economically disadvantaged) students?

_____ percent "at-risk" students

11. How would you describe students taking this course or program?

- ☐ Almost all students are well prepared to succeed
☐ Some students do not yet have prerequisite skills
☐ Most students do not yet have prerequisite skills

12. What proportion of students taking this course or instructional program achieved at least basic performance on last year's corresponding STAR CST test?

- ☐ Nearly all (greater than 90%)
☐ Most (75% to 90%)
☐ Some (25% to 74%)
☐ Only a few (less than 25%)
☐ The course or program is too new to tell.
☐ Not sure

13. To what extent do the following factors limit the overall effectiveness of this course?

	Not at all	Slight extent	Moderate extent	Great extent	Very great extent
Low attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low English proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low parental support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of materials/resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of trained instructor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructional Resources for this Course

14. Do instructors for this course use a textbook?

- ☐ Yes
☐ No

15. If a textbook is used, provide the title of the current textbook, author's or publisher's name, and the copyright date.

16. If a textbook is the primary content source, when did your school adopt this textbook?

- ☐ 2002–2003
☐ 2001–2002
☐ 2000–2001
☐ 1999–2000
☐ Before 1999
☐ Not applicable

17. If a textbook is used, approximately how much of it do instructors use?

- ☐ All
☐ Most
☐ About half
☐ Some
☐ Too variable to categorize
☐ Not applicable

18. Indicate how often this course uses the following materials. (Mark all that apply.)

	Less than once a month	Once a month	Once a week	2-3 times a week	Daily
Other text(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commercially prepared material(s) [not computer-based]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer-based program(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. From the resources used for this course, what is the overall alignment with the California Content Standards?

- ☐ Very great [greater than 90%]
- ☐ Great [75-90%]
- ☐ Moderate [25-74%]
- ☐ Slight [less than 25%]
- ☐ Not at all

19. If you selected any supplemental materials in Question 18 (above), please describe them.

Other text(s)

Title: _____

Commercially prepared material(s) [not computer-based]

Description: _____

Computer-based program(s)

Description: _____

Please continue on the next page.

About the Instructor(s) of this Course

Obtain this information from the principal or by collaborating with colleagues who teach this course.

21. How many instructors of this course or program have as their most advanced degree:

**Number of
ELA instructors**

**Number of
Math instructors**

Bachelor's degree

Some graduate school

Master's degree

Doctoral degree

Other (specify)

22. How many sections of this course or program are taught by a teacher with an appropriate subject area credential?

- ☐ Nearly all
☐ Most
☐ About half
☐ Some
☐ None

23. How many sections of this course or program are taught by a teacher with an emergency credential or by a district intern?

- ☐ Nearly all
☐ Most
☐ About half
☐ Some
☐ None

24. How many instructors have experience teaching this course or program for:

_____ 1 year or less _____ 6-10 years
 _____ 2-3 years _____ 11-20 years
 _____ 4-5 years _____ More than 20 years

25. How many instructors have a total teaching experience in this subject area of:

_____ 1 year or less _____ 6-10 years
 _____ 2-3 years _____ 11-20 years
 _____ 4-5 years _____ More than 20 years

26. How are subgroups of students who may be challenged to meet the CHASEE standards placed in sections of this course?

Students are distributed across most or all sections

Students are clustered in one or a few sections

"At-risk" (economically disadvantaged)

students in general ☐ ☐

English Learners ☐ ☐

Remedial students in general ☐ ☐

Special Needs students ☐ ☐

27. To what extent are instructors of this course in general experienced in working with subgroups of students who may be challenged to meet CAHSEE standards?

Not at all

Slight extent

Moderate extent

Great extent

Very great extent

Working with "at-risk" (economically disadvantaged) students in general . . . ☐ ☐ ☐ ☐ ☐

Working with English Learners ☐ ☐ ☐ ☐ ☐

Working with Remedial students in general ☐ ☐ ☐ ☐ ☐

Working with Special Needs students . . . ☐ ☐ ☐ ☐ ☐

Thanks for your help!

Please return this completed survey to your principal.


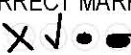
California High School Exit Examination Evaluation—Winter 2003
Information on Courses and Programs of Instruction that Cover the California
Content Standards—Grades 6–9, Middle School Principal, PART 1

This survey seeks a listing of courses that offer initial (primary) instruction covering the California Content Standards in English-language arts and mathematics to students in grades 6 through 9. In the first section, we ask you to identify the primary courses in these subjects taught at each grade, as appropriate to your school level. The most common courses listed in CBEDS have been included. If you offer other courses that are not listed, space is provided for you to write in the titles of up to 10 additional courses. Select up to 10 English-language arts courses and mathematics courses that have content closely related to the California Content Standards.

For each selected English-language arts and mathematics course, enter the number of sections currently offered. If you don't use a listed course, fill in the circle under N/A (not applicable). A sample listing for mathematics is shown below.

The survey also seeks a listing of remedial instruction. We have provided a list of state-adopted instructional materials that you might be using. Again, if you offer other programs that are not listed, space is provided to write in titles of up to 10 programs that have content most closely related to the California Content Standards. For each selected program, enter the number of sections offered during the current academic year. If you don't use a listed program, fill in the circle under N/A (not applicable).

GENERAL DIRECTIONS: Please answer by writing an appropriate response or filling in the circle of the appropriate response.

SURVEY MARKING INSTRUCTIONS	
<ul style="list-style-type: none"> •Use a No. 2 pencil only. •Darken the circle completely. •Erase cleanly any mark you wish to change. •Make no stray marks on this form. 	<p>CORRECT MARK</p>  <p>INCORRECT MARKS</p> 

SAMPLE LISTING OF PRIMARY OR SUPPLEMENTAL COURSES

Mathematics Primary or Supplemental Courses	Number of Sections During Current Academic Year	N/A
Course or Program Title: Algebra 1	5	<input type="radio"/>
Course or Program Title: Pre-Algebra	5	<input type="radio"/>
Course or Program Title: Algebra A (1st half of course in 1 year)		<input checked="" type="radio"/>
Course or Program Title: Pre-Algebra, Transition—Pre-Algebra for LEP	2	<input type="radio"/>
Course or Program Title: Resource Specialist Program (RSP) Math	2	<input type="radio"/>

If you offer the following courses, indicate the number of sections offered during the current academic year. If a particular course is not offered, fill in the circle under N/A (not applicable). If there are other courses that offer primary instruction to students, write in their titles and indicate the number of sections given this year.

English-Language Arts Primary or Supplemental Courses	Number of Sections During Current Academic Year	N/A
Course Title: Comprehensive English—Grade 6		<input type="radio"/>
Course Title: Comprehensive English—Grade 7		<input type="radio"/>
Course Title: Comprehensive English—Grade 8		<input type="radio"/>
Course Title: Comprehensive English—Grade 9		<input type="radio"/>
Course Title: English as a Second Language (2110)		<input type="radio"/>
Course Title:		
Course Title:		
Course Title:		
Course Title:		
Course Title:		
Course Title:		
Course Title:		
Course Title:		
Course Title:		
Course Title:		

If you offer the following courses, indicate the number of sections offered during the current academic year. If a particular course is not offered, fill in the circle under N/A (not applicable). If there are other courses that offer primary instruction to students, write in their titles and indicate the number of sections given this year.

Mathematics Primary or Supplemental Courses	Number of Sections During Current Academic Year	N/A
Course Title: Seventh Grade Mathematics		<input type="radio"/>
Course Title: Pre-Algebra		<input type="radio"/>
Course Title: Algebra I		<input type="radio"/>
Course Title: Beginning Algebra or Algebra A		<input type="radio"/>
Course Title: Intermediate Algebra or Algebra B		<input type="radio"/>
Course Title: Integrated Math I		<input type="radio"/>
Course Title: Integrated Math II		<input type="radio"/>
Course Title: Math A		<input type="radio"/>
Course Title: Math B		<input type="radio"/>
Course Title:		
Course Title:		
Course Title:		
Course Title:		
Course Title:		
Course Title:		
Course Title:		
Course Title:		
Course Title:		
Course Title:		

These mathematics programs have been adopted by the state for middle school basic and intervention, and you may be using them at your school. If you offer other programs that are not listed, space is provided to write in titles of up to 10 programs that have content closely related to California Content Standards. For each program enter the number of sections offered during the current academic year. If you don't use a listed program, fill in the circle under N/A (not applicable).

ADOPTED MATHEMATICS PROGRAMS	Number of Sections During Current Academic Year	N/A
Success with Mathcoach (CSL Associates, Inc.)		<input type="radio"/>
Harcourt Math @ 2002 (w/ Spanish as Alternate Format K–6)		<input type="radio"/>
Mathematics by Houghton Mifflin		<input type="radio"/>
Concepts and Skills (McDougal Littell, Inc.)		<input type="radio"/>
Structure and Method (McDougal Littell, Inc.)		<input type="radio"/>
McGraw-Hill Mathematics (w/ Spanish as Alternate Format K–6)		<input type="radio"/>
Prentice Hall Pre-Algebra, CA Edition		<input type="radio"/>
Prentice Hall Algebra 1, CA Edition		<input type="radio"/>
Progress in Mathematics, CA Edition (William H. Sadlier, Inc.)		<input type="radio"/>
Saxon Math K–3, An Incremental Development (w/ Spanish as Alternate Format K–6)		<input type="radio"/>
Math 54, 65, 76, and 87 (Saxon Publishers, Inc.)		<input type="radio"/>
Scott Foresman CA Mathematics		<input type="radio"/>
OTHER MATHEMATICS REMEDIATION PROGRAMS		

CONCLUDING QUESTIONS

1. How completely did your school cover the California Content Standards for *English-Language Arts* in each of the following years?

ELA	Nearly Completely Covered (greater than 90%)	Mostly Covered (75 - 90%)	Partially Covered (25 - 74%)	Little Covered (less than 25%)	Do Not Know
2002-2003 (projected)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2001-2002	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2000-2001	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1999-2000	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before 1999	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. How completely did your school cover the California Content Standards for *mathematics* in each of the following years?

Mathematics	Nearly Completely Covered (greater than 90%)	Mostly Covered (75 - 90%)	Partially Covered (25 - 74%)	Little Covered (less than 25%)	Do Not Know
2002-2003 (projected)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2001-2002	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2000-2001	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1999-2000	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before 1999	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What is the highest level mathematics course completed by your 8th grade students? Please enter the percent of students at each level from "No Pre-Algebra" through "Algebra I". Percents in each row should total to 100%.

Year Completing Grade 8	No Pre-Algebra, Algebra A, or Algebra 1	Pre-Algebra Only	Algebra A (1st Year of a 2-year Algebra Course)	Algebra 1 (or higher)
2003-2004 (projected)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2002-2003 (projected)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2001-2002	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. What proportion of the teachers at your school participated during the past 12 months in professional development designed to help them teach the California Content Standards?

- ☐ Nearly all (greater than 90%)
☐ Most (75% to 90%)
☐ Some (25% to 74%)
☐ Only a few (less than 25%)
☐ Not applicable

5. What kind of system is used at your school to track each student's mastery of specific content standards? (*Mark all that apply.*)

- ☐ District-based tracking system
☐ School-based tracking system
☐ Department-based (ELA or Math) tracking system
☐ Individual teachers keep track of mastery
☐ Other (describe) _____
☐ None

6. How developed are systems at your school to coordinate coverage of California Content Standards between the following four groups? *(Please answer for all four groups.)*

	Fully developed	Partially developed	Not developed	N/A
Middle School/High School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special Education/General Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EL Staff/General Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alternative (Continuation)/General Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Rate the importance of regular articulation meetings with your feeder middle schools in preparing students for success on the CAHSEE.

☐ Very Important
 ☐ Important
 ☐ Neither important nor unimportant
 ☐ Unimportant
 ☐ Very Unimportant

8. Do you have regular articulation meetings with your receiving high schools?

- ☐ Yes, with all of them
- ☐ Only with some of them
- ☐ No
- ☐ Does not apply to our situation

Thank you for your cooperation!

Please prepare a Part 2 survey for each course or program you selected and distribute them to the appropriate teachers.

California High School Exit Examination Evaluation—Winter 2003

Information on Courses and Programs of Instruction that Cover the California Content Standards—Grades 6-9, Middle School Teacher, PART 2

You have been selected by your principal to complete this teacher survey (Part 2), which covers the course listed in Question 1. As you answer the questions, please make sure you keep only this course in mind.

School Code _____

SURVEY MARKING INSTRUCTIONS

- Use a No. 2 pencil.
- Fill in the circle completely.
- Erase cleanly any marks you wish to change.
- Do not make any stray marks on this form.

CORRECT MARK



INCORRECT MARKS



ABOUT THE COURSE OR INSTRUCTIONAL PROGRAM

Title of Course or Instructional Program

1. Course title as listed in principal's survey (Part 1). *(This question should already be completed by principal.)*

Course Description

2. When was this course or instructional program first offered?

- ☐ 2002–2003
- ☐ 2001–2002
- ☐ 2000–2001
- ☐ 1999–2000
- ☐ Before 1999

3. How many sections of this course are offered this academic year?

- ☐ 1–2
- ☐ 3–5
- ☐ 6–10
- ☐ More than 10

4. What type of course or instructional program is this?

- ☐ Primary course in this subject at this grade open to all students who have met prerequisites
- ☐ Required alternative to primary course targeted to certain audience
- ☐ Required supplemental course targeted to remediation
- ☐ Elective course open to all students
- ☐ Elective course targeted to remediation
- ☐ Other (specify): _____

5. When is this course or instructional program offered? *(Select all that apply.)*

- ☐ Before/After school course or program
- ☐ Summer school course
- ☐ Summer program
- ☐ During normal school hours
- ☐ Intercession breaks
- ☐ Other (specify): _____

Student Demographics of this Course

Please answer for the current academic year. Obtain this information from the principal, if necessary.

6. What is the total enrollment in this course?
Include all sections in the count.

_____ number enrolled in course

7. What percent of the enrollment are English Learners?

_____ percent English Learners

8. What percent of the enrollment are special needs students?

_____ percent special needs students

9. What percent of the enrollment are "at-risk" (economically disadvantaged) students?

_____ percent "at-risk" students

10. How would you describe students taking this course or program?

- ☐ Almost all students are well prepared to succeed
☐ Some students do not yet have prerequisite skills
☐ Most students do not yet have prerequisite skills

11. What proportion of students taking this course or instructional program achieved at least basic performance on last year's corresponding STAR CST test?

- ☐ Nearly all (greater than 90%)
☐ Most (75% to 90%)
☐ Some (25% to 74%)
☐ Only a few (less than 25%)
☐ The course or program is too new to tell.
☐ Not sure

12. To what extent do the following factors limit the overall effectiveness of this course?

	Not at all	Slight extent	Moderate extent	Great extent	Very great extent
Low attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low English proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low parental support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of materials/resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of trained instructor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructional Resources for this Course

13. Do instructors for this course use a textbook?

- ☐ Yes
☐ No

14. If a textbook is used, provide the title of the current textbook, author's or publisher's name, and the copyright date.

15. If a textbook is the primary content source, when did your school adopt this textbook?

- ☐ 2002–2003
☐ 2001–2002
☐ 2000–2001
☐ 1999–2000
☐ Before 1999
☐ Not applicable

16. If a textbook is used, approximately how much of it do instructors use?

- ☐ All
☐ Most
☐ About half
☐ Some
☐ Too variable to categorize
☐ Not applicable

17. Indicate how often this course uses the following materials. (Mark all that apply.)

	Less than once a month	Once a month	Once a week	2-3 times a week	Daily
Other text(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commercially prepared material(s) [not computer-based]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer-based program(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. From the resources used for this course, what is the overall alignment with the California Content Standards?

- ☐ Very great [greater than 90%]
- ☐ Great [75-90%]
- ☐ Moderate [25-74%]
- ☐ Slight [less than 25%]
- ☐ Not at all

18. If you selected any supplemental materials in Question 17 (above), please describe them.

Other text(s)

Title: _____

Commercially prepared material(s) [not computer-based]

Description: _____

Computer-based program(s)

Description: _____

Please continue on the next page.

About the Instructor(s) of this Course

Obtain this information from the principal or by collaborating with colleagues who teach this course.

20. How many instructors of this course or program have as their most advanced degree:

**Number of
ELA instructors**

**Number of
Math instructors**

Bachelor's degree

Some graduate school

Master's degree

Doctoral degree

Other (specify) _____

21. How many sections of this course or program are taught by a teacher with an appropriate subject area credential?

- ☐ Nearly all
☐ Most
☐ About half
☐ Some
☐ None

22. How many sections of this course or program are taught by a teacher with an emergency credential or by a district intern?

- ☐ Nearly all
☐ Most
☐ About half
☐ Some
☐ None

23. How many instructors have experience teaching this course or program for:

_____ 1 year or less _____ 6-10 years
_____ 2-3 years _____ 11-20 years
_____ 4-5 years _____ More than 20 years

24. How many instructors have a total teaching experience in this subject area of:

_____ 1 year or less _____ 6-10 years
_____ 2-3 years _____ 11-20 years
_____ 4-5 years _____ More than 20 years

25. How are subgroups of students who may be challenged to meet the California Content Standards placed in sections of this course?

Students are distributed across most or all sections

Students are clustered in one or a few sections

"At-risk" (economically disadvantaged)

students in general ☐ ☐

English Learners ☐ ☐

Remedial students in general ☐ ☐

Special Needs students ☐ ☐

26. To what extent are instructors of this course in general experienced in working with subgroups of students who may be challenged to meet California Content Standards?

Not at all

Slight extent

Moderate extent

Great extent

Very great extent

Working with "at-risk" (economically disadvantaged) students in general . . . ☐ ☐ ☐ ☐ ☐

Working with English Learners ☐ ☐ ☐ ☐ ☐

Working with Remedial students in general ☐ ☐ ☐ ☐ ☐

Working with Special Needs students . . . ☐ ☐ ☐ ☐ ☐

Thanks for your help!

Please return this completed survey to your principal.